

Student Packet

Grades 7–8

Inkheart

Cornelia Funke

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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INKHEART

by
Cornelia Funke

Student Packet

Written by
Linda Herman

Contains masters for:	3	Prereading Activities
	9	Vocabulary Activities
	1	Study Guide
	4	Literary Analysis Activities
	2	Comprehension Activities
	2	Character Analysis Activities
	1	Writing Activity
	3	Quizzes
	1	Novel Test
	PLUS	

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The 2007 Chicken House paperback edition of the novel, English translation ©2003 by Chicken House, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-439-70910-1

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)

12. Why does Fenoglio call Meggie a “heartless creature”?
13. How does Fenoglio defend the length of his revised story ending?
- *14. While wearing the white dress, of whom does Meggie remind Mortola?
- *15. Why does Fenoglio tell Meggie that “Words don’t come to life until you can taste them on your tongue” (p. 483)?

Fire–Going Home

1. Why is Farid confident the fire will not spread from Capricorn’s house to the surrounding hills?
2. What encouraging news does Farid receive from Capricorn’s guard?
3. What does Mo find in Dustfinger’s backpack?
- *4. What kind of information does Rosa want from Elinor? Why won’t Rosa talk about herself?
5. Who replaces Basta as Capricorn’s favorite?
6. Why does Elinor let Capricorn think Mo is dead?
7. Who will Mortola harm if Meggie does not read properly?
8. Why does Meggie say it does not matter what Capricorn does to Dustfinger?
9. Why does Meggie signal Fenoglio to create a disturbance?
10. How does Basta help Meggie?
11. Who reads the sentence that kills Capricorn?
12. What happens to Capricorn and his men?
13. What happens when the Shadow disintegrates?
- *14. What is the difference between Fenoglio’s disappearance and that of Basta and Mortola?
15. What would Dustfinger like to take with him when he leaves Capricorn’s village? What does he take?
- *16. Who accepts Elinor and Rosa home? Why do the humans from *Inkheart* remain in Capricorn’s village?
17. What is the main reason Meggie decides to become a writer?

Name _____

Literary Devices

Directions: Read each of the quotes from the novel. Label the literary device used in each quote using one of the bolded letters below. Literary devices may be used more than once.

Allusion	Foreshadowing	Hyperbole	Metaphor
Onomatopoeia	Personification	Simile	

- ___ 1. "Mo could paint pictures in the empty air with his voice alone" (p. 8).
- ___ 2. "But Mo had never read aloud to her from her books" (p. 17).
- ___ 3. "'Even Pippi Longstocking has a horse, and she doesn't have a stable'" (p. 19).
- ___ 4. "Dustfinger's face was a closed book" (p. 53).
- ___ 5. "Not a leaf moved; there was nothing to be heard but the torches crackling and the chirping of the crickets" (p. 66).
- ___ 6. "The night swallowed him up like a thieving fox" (p. 73).
- ___ 7. "'If you close your eyes very tight you can imagine you're Wilbur the pig sleeping comfortably in the sty...'" (p. 148).
- ___ 8. "His eyes were as pale as cobwebs" (p. 159).
- ___ 9. "[Words] danced through the room, painting stained-glass pictures, tickling the skin" (p. 207).
- ___ 10. "...and these men were just a flock of crows..." (p. 307).
- ___ 11. "The flames here were brown, blue and mutinous, strange, silent beasts that sometimes bit the hand that fed them" (p. 310).
- ___ 12. "Books loved anyone who opened them..." (p. 427).
- ___ 13. "'You murder books...'" (p. 499).
- ___ 14. "a human tongue imitating a clock: tick-tick- tick-tick- tick-tick" (p. 504)
- ___ 15. "Taste every word, Meggie...savor it on your tongue" (p. 508).

Name _____

Book Connections

Directions: Each of the following characters has an important connection to books. Fill in the dotted rectangles with details explaining why books are significant to each character.



